DOCUMENT RESUME

ED 035 970 | 24 | EA 002 702

TITLE	EVALUATION OF THE EFFECTIVENESS OF SPECIALISTS IN CONTINUING EDUCATION. PHASE II REPORT.
INSTITUTION	COOPERATIVE EDUCATIONAL RESEARCH LAB., INC., NORTHFIELD, ILL.; ILLINOIS INST. OF TECH., CHICAGO. RESEARCH INST.
SPONS AGENCY	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
REPORT NO	V8002
BUREAU NO	BR-6-1391
PUB DATE	JUN 69
CONTRACT	OEC-3-7-061391-3061
NOTE	91P.
EDRS PRICE	EDRS PRICE MF-$0.50 HC-$4.65
DESCRIPTORS	ADOPTION (IDEAS), *ADULT EDUCATION, COMMUNICATION (THOUGHT TRANSFER), COMMUNICATION PROBLEMS, DIFFUSION, *INSERVICE TEACHER EDUCATION, INSERVICE TEACHING, LABORATORY TRAINING, POST TESTING, PRETESTING, *PROGRAM EFFECTIVENESS, *PROGRAM EVALUATION, REGIONAL LABORATORIES, ROLE PERCEPTION, SOCIOMETRIC TECHNIQUES, *SPECIALISTS, TEST VALIDITY

ABSTRACT

THE RESEARCH INSTITUTE OF THE ILLINOIS INSTITUTE OF TECHNOLOGY CONDUCTED THIS STUDY FOR THE COOPERATIVE EDUCATIONAL RESEARCH LAB., INC. EMPHASIS WAS PLACED ON DETERMINING THE ROLE OF SOCIOMETRIC AND DIFFUSION ANALYSIS TECHNIQUES IN MEASURING THE EFFECTIVENESS OF THE SPECIALIST IN CONTINUING EDUCATION (SCE) FUNCTION. EVIDENCE WAS SOUGHT TO DETERMINE WHETHER THIS TYPE OF ANALYSIS MIGHT BE USED IN SELECTING THE POTENTIAL SCE. PHASE I, DESCRIBED IN DETAIL IN THE INTERIM REPORT AND ONLY SUMMARIZED HERE, FOCUSED ON THE SCE SUMMER TRAINING GROUP AND ATTEMPTED TO MEASURE CHANGES IN THE GROUP AS A RESULT OF THE TRAINING. PHASE II SHIFTED THE STUDY FOCUS TO THE HOME SCHOOLS OF THE NEWLY TRAINED SCE'S TO DETERMINE THE INFLUENCE OF THEIR PROGRAMS. MEASURING CHANGES IN THE TRAINING GROUP DOES NOT APPEAR TO BE A VALID APPLICATION OF THE SOCIOMETRIC ANALYSIS INSTRUMENT. THE INSTRUMENT WOULD BE MORE HELPFUL IN PREDICTING THE PROBABLE SUCCESS OF AN INDIVIDUAL BEFORE HE IS SELECTED FOR TRAINING. FROM THE SAMPLES TESTED, IT IS NOT POSSIBLE TO ASSERT THE EFFECTIVENESS OF THE SCE TRAINING PROGRAMS. (DE)

ED035978

BK 6-1391
PA 24
OE 6BK

ERIC

V8002

PHASE II REPORT

EVALUATION OF THE EFFECTIVENESS OF SPECIALISTS IN CONTINUING EDUCATION

Cooperative Educational
Research Laboratory, Inc.

June 1969

ED035970

V8002

PHASE II REPORT

EVALUATION OF THE EFFECTIVENESS OF SPECIALISTS IN CONTINUING EDUCATION

Cooperative Educational
Research Laboratory, Inc.

June 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TABLE OF CONTENTS

SECTION		PAGE
I.	INTRODUCTION	1
II.	METHODOLOGY	11
III.	ANALYSIS OF SCE EFFECTIVENESS	17
IV.	ANALYSIS OF TECHNIQUE	25
V.	CONCLUSIONS AND RECOMMENDATIONS	27

LIST OF APPENDICES

A - 1 Sociometric Change Analyses

B - 1 Group Attitude Change Analyses

B - 2 Communications Matrices

B - 3 Sociograms

C - 1 Attribute Correlations

C - 2 Question Validity Correlations

C - 3 Complete Statistical Data

D - 1 Pre-Test Instrument

D - 2 Post-Test Instrument

INTRODUCTION

OBJECTIVES

IIT Research Institute (IITRI) has conducted this study for the Cooperative Educational Research Laboratory, Inc. (CERLI) with the following objectives:

1. Identify and analyze the communications and attitudinal impact of the Specialist in Continuing Education (SCE) summer training sessions on the trainee group.
2. Identify and analyze the communications impact, the adoption patterns, and the attitudinal correlates of a school's teacher group participating in SCE's seminars.
3. Determine, for both the summer trainees and the teacher participants, the relationships between the attitudinal variables and the development of communication links and opinion leadership.

Emphasis in this research was placed on determining whether sociometric and diffusion analysis techniques had a valid role in measuring the effectiveness of the SCE function. In addition, evidence was sought to determine whether this type of analysis might be used in the selection function for the potential SCE.

A two-phase project was conducted to accomplish the above objectives. Phase I, which was described in detail in the Interim Report and which will only be summarized here, focused on the SCE summer training group and attempted to measure changes in the group as a result of the training. Phase II shifted the study focus to the home schools of the newly-trained

SCE's. The prime concern in this phase was to determine what influence the SCE's had with their programs.

INTRODUCTION

BACKGROUND

The Cooperative Educational Research Laboratory, Inc. undertook the development of training packages for the educational role of the Specialist in Continuing Education (SCE). This training package was intended to "sensitize the leader and provide him with the skills needed to gain the acceptance of the total educational community and voluntary participation of the teachers in the seminars. The package was intended to train the leader in small group processes, problem solving approaches, observational techniques, and evaluation methodology; and it consisted of lectures, discussions, practical exercises, workshops and demonstrations."

Obviously, an important portion of the skills the SCE required were the skills of communicating in an effective manner with a peer group. If the SCE was to be accepted in his new role, the processes of communication he utilized must involve him in intimate professionally-oriented contact with his peer group. The results of his efforts must not have been overly threatening to his seminar participants. And finally, he must have gained acceptance as a goal-oriented leader (if he had not already done so).

Thus, it was expected that the introduction of an effective SCE into a school's professional communication system would have an impact on that system. In a communication sense, this impact should have been observable in overt behavioral changes in the system over time. The task of identifying the communication system or network, mapping its structure, and observing changes within it may be achieved by techniques of sociometric analysis.

A parallel facet of the SCE's impact on the school communication system was the degree of diffusion and acceptance of the SCE seminar sessions as an educational innovation. The degree of adoption and internalization of the seminar and the acceptance of techniques it attempts to diffuse to participants represented one means of assessing the impact and effectiveness of the SCE.

Sociometric analysis of group inter-relations is by no means new; these techniques being utilized more than 25 years ago. Recently, researchers have done much to improve the techniques of processing sociometric data; however, the use of these techniques to investigate educational change is a very recent undertaking.

Application of sociometric techniques to educational innovation diffusion investigations was greatly furthered by the work of research groups at Michigan State and Johns Hopkins Universities, especially by the work of Dr. Nan Lin. These past investigations, however, were limited to single time-frame views of each group. This precluded any investigation of changes in the group communications structure caused by the introduction of new programs.

The technique of using sociometric analysis on a pre- and post-event basis lent itself to CERLI's problem of investigating the effectiveness of the SCE in the school environment. These techniques allow a determination of the changes in the faculty communication structure attributable to the introduction of the SCE role. Due to time and financial constraints, it was decided that a modification of an existing survey instrument be used rather than develop one expressly for this project. The instrument used by Dr. Lin, et al. in their Michigan research study was chosen for this purpose.

INTRODUCTION

PHASE I

At CERLI's direction, the instrument was administered to the training group. The rationalization for this was that the time and financial constraints limited the development of a special instrument for that purpose. CERLI decided that the training group would serve as a test case for validating and improving the instrument. Many sections of Dr. Lin's instrument dealt with the diffusion of educational ideas in the school and were therefore omitted from the instrument administered to the training group. Questions that were retained dealt with psychological attributes, role perception, perception of peer and superior relations, demographic variables, and attitudes toward change.

Testing of the instrument was accomplished by checking the correlation of each question against its respective attribute. Those questions which did not correlate highly were not excluded from the Phase II test, but were marked for scoring separately from their attributes.

The results of the Phase I analysis substantiated the position that the sociometric aspects of the instrument would have little meaning when applied to a heterogeneous group such as the training group. The instrument's attitude scales showed no significant change in the group, except in the trainees perception of their opinion leadership role (which showed a statistically significant increase). Measurement of the above-noted change could have been captured as well, or better, on other attitudinal instruments.

Since no innovation concept was introduced to the group during the training session, the diffusion/adoption analysis scales of the instrument could not be employed. Inasmuch as the sociometric and diffusion analysis scales were the prime segments of the IITRI instrument, and these did not properly apply to the training group, it is understandable that the Phase I testing elicited little useable information.

Conclusions of Phase I of this study are outlined on the following four pages.

INTRODUCTION

PHASE I CONCLUSIONS

Survey Techniques

Difficulties in administering the instrument appear to vary with the size of the group. There appears to be no exact group size where the single group meeting approach fails. This distinction is very greatly affected by the type of group and the cooperation of the group with its leaders. However, for groups larger than approximately 25, where prior agreement to the group meeting approach has not been secured from the necessary authorities, it will probably become necessary to use a modified approach.

Modifying the single meeting approach, and perhaps taking the chance that some instructional biases or consultation will result, will be required if the entire group cannot be convened. It is far more critical to the communications analysis of the group, and therefore to the project, to assure that every member of the group has been surveyed. Missing links in a communications pattern rapidly decrease the ability to detect significant relationships and changes.

Prior agreement of the necessary school authorities to the group meeting approach should be a pre-condition to acceptance of their candidate to the training session. This will require the understanding on the part of the potential Specialist as well as the school officials of the reasons for having full participation and cooperation.

The problem of assuring the participants of the confidential nature of the instrument while soliciting their names can be solved by many approaches. A good approach appears to be linked to the participation of school officials. If the appropriate officials affirm to the group that it is not a measure of their ability, and the participants are allowed (in some manner) to seal the instruments after completion forwarding them directly to the research team, there should be little hesitancy to sign the instrument.

INTRODUCTION

PHASE I CONCLUSIONS

Applications and Limitations of the Instrument

Measuring changes in the training group does not appear to be a valid application of this instrument. The sociometric analysis, while detecting opinion leaders within the training group, does little to analyze the effects of the training. It is not apparent from the information gathered to date whether the data gathered in the training session about an individual will serve as a useful predictor of his success as a Specialist in Continuing Education.

It would appear more useful, however, to try to predict the probable success of an individual before he is selected for training. It is in this function that this instrument would be most helpful. Surveying the communications pattern of the school before a candidate is selected would permit selection on the basis of individual's roles within the school.

It is recommended that the IITRI survey instrument not be used during the training sessions, but should be used both as a pre-selection aid in the school prior to candidate selection, as well as in the pre- and post-seminar phases of the Specialist's task. Other instruments should be developed to measure the immediately detectable changes resulting from the training sessions.

INTRODUCTION

PHASE I CONCLUSIONS

Analysis of Instrument

Skewness of certain groups of responses suggest that modifications be made to some of the answer scales on the instrument. Use of other rating terms offering a wider choice of responses should be tried. Different response formats should also be experimented with on the fill-in-blank questions and on the sociometric nominating questions. Other approaches to obtaining sociometric information are well documented.

Experimentation with the relative position of questions should also be undertaken. It would be beneficial to determine whether attribute scores are biased when questions are grouped by attribute, as they are in the current form of the instrument.

IIT RESEARCH INS UT

METHODOLOGY

PHASE II - SCE ROLE

Upon returning to their schools in September following the training sessions, the newly-trained SCE's preceded to establish seminar programs with their faculties to discuss educational ideas. The content, format, and even the titles of these programs were at the discretion of the SCE and his supervisors, and therefore varied to some degree. These programs were usually referred to as 'In-Service Seminars' and dealt with a wide variety of subject areas.

In order to determine the effect of these programs on the schools, the cooperation of certain SCE's was sought to use their schools as test cases. In those schools where cooperation could be attained, the IITRI test instrument was administered to the faculty prior to and subsequent to the establishment of the 'In-Service Seminars'. This instrument was intended to capture changes in the communications structure and attitudes toward the SCE role on the part of the faculty. In addition, it was hoped that significant correlations between attitudes and communications roles could be detected for future utilization, perhaps as selection criteria.

METHODOLOGY

CASE SELECTION

Although the initial contract called for one test case in the school, the funds available after Phase I permitted the selection of two. Selection of sample cases was far from an uneventful task, however, and had major effects on the results of the analysis. The responsibility of selection of representative samples from their trainees laid with CERLI. However, prior agreement of cooperation for Phase II of the study had not been obtained from the trainees and their supervisors. Therefore, CERLI was severely limited in its choice of sample cases.

Due to the reluctance of the SCE's supervisors to provide the faculty time necessary to administer the test instruments, cases had to be selected from among those SCE's capable of assuring the cooperation of their schools. This situation, however, led to a bias of the results; since those SCE's who could most readily assure cooperation were in supervisory rather than teaching positions.

METHODOLOGY

SURVEY TECHNIQUES

Once cooperation was secured, the task of administering the instrument did not prove to be much different than in the previous phase of this study. The same techniques were used, and problems encountered, as were described in the Interim Report. There were, however, some areas of difference worthy of mention.

Group meetings were used to administer the instrument in both samples, even though we realized the inherent problems of time conflicts. (In the training group testing it was not a problem to gather the group for the one-hour-plus required to administer the IITRI and CERLI instruments.) Sufficient motivation was used by the SCE's to assure a nearly 100% turnout at the pre-test sessions. This unexpectedly large turnout was also possible because these tests were held at the beginning of the semester and the teachers had not as yet had a chance to form schedule conflicts.

The post-test sessions, however, had relatively poor turnouts and, in general, poor responsiveness. This poor response manifest itself in ways such as teachers skipping questions on the instrument and failing to identify themselves. Whereas schedule conflicts were probably the major cause of the poor turnouts; the non-response appears to indicate a negative reaction to the testing sessions.

Whether this negative reaction was caused by the time demands of the sessions or by a failure to properly orientate the faculties on the importance of these sessions is difficult to determine. From some of the respondents comments, however, it appears they were not given adequate explanation of the need to take the instrument a second time and therefore reacted negatively.

Responses were obtained from those teachers who were unable to be present at the session by leaving additional copies of the instrument with the SCE's for completion when time was available. These were completed and returned relatively quickly and a nearly 100% response was eventually obtained.

The problem of unidentified responses was compounded by the fact that the demographic variables (sex, age, current assignment, etc.) were left off the post-test instrument. These cases were handled by matching handwriting and response patterns with the unaccounted pre-test instruments. Matches were found for each unidentified case to, what the study team considered, a high degree of certainty.

METHODOLOGY

IITRI INSTRUMENTS

Appendices D-1 and D-2 present samples of IITRI's pre-test and post-test instruments, respectively. As can be seen, the pre-test instrument is essentially the same as that administered to the training group. Those questions which did not correlate well with their variables in the training group sessions were administered but scored separately from those variables.

To provide room for the diffusion/adoption-related-questions without significantly lengthening the time required to complete the instrument, it was decided that several questions needed to be eliminated. The poorly correlated questions were considered for elimination; however, since they had not been adequately tested as yet, it was decided to retain them. Instead, the demographic variables were eliminated, which would have been no loss if all respondents had identified themselves. As was previously indicated, however, the absence of these variables did prove a hindrance in making these identifications.

Figure I shows the variables measured on each test. Questions used to measure each of these variables are indicated in Appendix C-2.

FIGURE I: VARIABLE LIST

		Variable No.
I.	Self-perceived change orientation	111
II.	Role perception	
	A. Role satisfaction	110
	B. Feelings of security	108
	C. Perceived principal rating of teaching ability	115
	D. Self-rated teaching ability	112
III.	Perception of superior and superior relationships	
	A. Reported performance feedback from principal	103
	B. Perceived change orientation of principal	104
	C. Perceived level of participation in work-related decision making	105
	D. Perceived legitimacy of participation	106
IV.	Perception of peer relations	
	A. Self-designated opinion leadership	114
	B. Peer-ascribed opinion leadership	113
	C. Perceived cohesiveness of school faculty	109
	D. Perceived frequency of horizontal general communications	107
V.	Psychological and personality variables	
	A. Dogmatism	101
	B. Need for autonomy	102
VI.	Demographic variables	
	A. Age	117
	B. Educational level	118
	C. Sex	116
VII.	Innovation related variables	
	A. Time of awareness	119
	B. Time of adoption	120
	C. Internalization	121
	D. Perceived principal support of innovation	123
	E. Perceived availability of information about innovation	124
	F. Perceived frequency of horizontal communication about innovation.	125

ANALYSIS OF SCE EFFECTIVENESS

SCE's COMMUNICATIONS ROLE

Has the SCE's role in the communications structure of his school changed? This was one of the fundamental questions to be answered by this phase of the study. In order to make this determination, the members of the faculties were asked to select which of their peers they consulted for several forms of educational advice. From this, sociograms (graphical representations of the communications patterns) (Appendix B-3) and Communications Matrices (tabular representations of the distances between individuals) (Appendix B-2) were prepared.

Indices of each individual's communications role were calculated for both the pre- and post-test time frames and are presented in Appendix A-1. Influence domain is defined as the number of other teachers who directly or indirectly receive advice from a given teacher (i.e., if B seeks advice from A, and C from B, then A is said to influence both B and C.) Prestige is a communication index with a scale of 0 to 1 which is directly proportional to the influence domain of the teacher, but is inversely proportional to his distance from the teachers he influences. Prestige, therefore, is a fair measure of the extent of direct influence and is used as the criteria for determining communications role. Another index, centrality, (tabulated in Appendix B-2) is a measure of communications distance within the influence domain and is reflected in the calculation of prestige.

Opinion leaders in a communication structure may be operationally defined in several ways. Most commonly, those individuals receiving more than a certain percentage (usually 10%) of the nominations from his peers is so designated. However, in small size groups this can be deceptive (e.g., an

individual receiving one nomination in a group of 14). Therefore, in this study opinion leaders were designated as those individuals with a prestige significantly greater than their peers (which roughly corresponded to receiving nominations of 15% of the total).

Case B

In this situation, the SCE was the principal of a small school. As can be seen from the pre-test results, he was one of the two or more opinion leaders at that time. His communication role changed insignificantly over the test period and he remained an opinion leader in the post-test analysis. Other opinion leaders or near-opinion leaders tended to lose prestige over that period; however, this might well be due to other reactions which caused four key individuals not to make selections on the post test. Whatever the cause, however, their influence was not transferred to the SCE.

Case O

School O was, in reality, a unit district consisting of an integral grammar and high school; the SCE being the superintendent of this district. Once again, the SCE showed no significant change in communications role. However, in this case, he was not one of the opinion leaders.

It is possible that the phraseology of the instrument tended to mitigate against these two supervisors, especially the superintendent, since it asked for selections of 'teachers' from whom advice was sought. The fact that the principal in Case B received more nominations might only reflect the perception of his faculty of him being closer to a 'teacher' than did the faculty of school O.

ANALYSIS OF SCE EFFECTIVENESS

GROUP ATTITUDE TOWARD SCE FUNCTION

Diffusion/Adoption Techniques

Another measure of the SCE's impact on the school is the degree of acceptance of the SCE and seminar concepts by the school faculty. This acceptance is amenable to measurement by standard diffusion/adoption techniques where the SCE function is the innovation to be transferred. Some of the important indices in this type of analysis are as follows:

- Time of awareness -- the time which the respondent reports first being informed of the innovation. When an individual seeks advice from another who is aware of an innovation earlier than himself it is referred to as 'upward communication'.
- Time of adoption -- the time which the respondent reports first utilization of the innovation. The meaningfulness of individual times of adoption is at times blurred when the decision to adopt is not solely in the hands of the individual.
- Internalization -- the extent to which the respondent perceived the relevancy of of the innovation to his needs. This index is a measure of the acceptance of the concept of the innovation rather than a measure of its utilization.

Time of Awareness/Time of Adoption

In both sample cases, the modal selection for time of awareness corresponded to the beginning of the school term following the return of the SCE (see Figure II). Although there were times of awareness listed as earlier than this, these are open to question. It appears that the use of the term 'In-Service Leader Program' as a synonym for the SCE program during the training sessions led to their using it during their seminars. This, in turn, resulted in confusion on the part of the teachers between the SCE Program and other In-Service Programs with which they were familiar.

This clustering of the time of awareness around the first month precluded calculations of upward versus downward communication. Upward communication is defined as selection of an opinion leader whose time of awareness of the innovation was earlier than the respondents.

Time of adoption also clustered around the first month of the school term; however, there appears to have been a more gradual adoption in School B. It is interesting to compare this with the fact that a smaller percentage in that school felt that adoption was required. This correlation is also reflected in the strong negative correlation between these variables as indicated in Appendix C-1.

Participation

After having adopted the concept of the SCE seminars, over 2/3 of the teachers continued to participate on a regular or occasional basis. Only one teacher suffered a negative reaction, and after having adopted, stopped participating entirely.

Internalization

Second only to adoption and participation, internalization of the concept of the SCE role is the best measure of SCE effectiveness. Internalization is a measure of the acceptance of the innovation concept as one's own, and might be considered as a better indication of future utilization of the innovation.

Both schools showed an overall neutral attitude toward the internalization of the SCE concept. There were, however, significant differences in internalization between the two schools, as can be seen from Figure II. No single factor correlated significantly with internalization in both samples. We should, therefore, look at differences between the two schools for possible contributory factors. The most noticable of the differences (as can be seen from Appendix B-2) are those of Role Satisfaction, Participation in Decision Making and Feelings of Security. Although it is impossible to prove any causal relations or correlations with this size sample, intuitively it is understandable how increases in these attributes might positively affect the acceptance of the SCE concept.

Information

An important factor in the diffusion of information is the perceived availability of that information. Few of the respondents in either sample considered themselves well informed about the SCE concept. This might well be related to their neutral internalization attitude; however, it would be difficult to suggest which might be the cause and which the effect.

FIGURE II: ATTITUDE TOWARD SCE FUNCTION

	School B (N=12)	School O (N=32)
Internalization (121)		
Positive (Strong)	0	7
Positive (Weak)	2	7
Neutral	8	15
Negative (Weak)	2	3
Negative (Strong)	0	0
Decision to Adopt (126)		
Complete freedom	3	7
Option to adopt	6	12
Required to adopt	1	9
Other	2	4
Time of Awareness (119)		
Before September 1968	4	3
September 1968	6	25
After September 1968	2	4
Time of Adoption (120)		
September 1968	6	24
October 1968	3	4
November 1968	1	1
December 1968 - February 1969	0	0
Did not adopt	2	3
Participation		
Regular	7	13
Occasional	1	10
Infrequent	2	5
Stopped (or did not)	2	4
Perceived Principal Support of SCE Role (123)		
Favorable	11	16*
Not sure	1	15
Unfavorable	0	1
Perceived Availability of Information About SCE Role (124)		
Adequate	3	5
Average	3	18
Inadequate	6	9

* More than one principal involved

FIGURE II: ATTITUDE TOWARD SCE FUNCTION (CONT.)

	School B (N=12)	School O (N=32)
Perceived Frequency of Horizontal Communication About SCE Role (125)		
Above average	2	5
Average	9	20
Below average	1	7
Source of Information About SCE Role		
SCE	10	22
Individual's opinion leader	0	1
Other	1	2
None	1	7

ANALYSIS OF SCE EFFECTIVENESS

GROUP ATTRIBUTE CHANGES

Another measure of the effect the SCE had upon his school is the change in group attitudes over the test period. These attitude attributes (listed in Figure I) are of the following general types:

- Self-perceived Change Orientation
- Role Perception
- Perception of Superior and Superior-relations
- Perception of Peer-relations
- Personality Variables

Again it must be cautioned that since it was impossible to isolate the group from external influences or establish a meaningful control group, the changes in these attributes may reflect influences other than those of the SCE.

Changes in group attitude attributes are tabulated in Appendix B-1. Only raw score changes are shown in this table, however, significance tests were made using standardized t-scores.

Testing each of these attributes (other than Peer-ascribed Opinion Leadership) at a 95% confidence level produced no statistically significant changes in attributes in either sample over the test period. The change closest to being significant was the increase in Perceived Performance Feedback from Principal in sample B, which appears to be only tangentially related to the SCE function (i.e., the principal was the SCE and hence was providing another feedback mechanism).

ANALYSIS OF TECHNIQUE

SOCIOMETRIC ANALYSIS

On the basis of the limited number of test cases, it would be presumptious to assert the validity of sociometric analysis techniques to measure the effectiveness of the SCE program or of similar programs. In addition, no statistical tests exist for measuring an overall significant change in communication structure against which changes in group attitudes can be compared. However, we might compare the respective findings of the sociometric and attitude sections for an internal consistency. Although internal consistency is not a positive validity test, it should at least show significant problem areas.

Comparing the sociograms of School B with their Group Attitude Changes tends to sbustantiate the internal consistency. From the post-test sociogram it appears that several teachers have become dissatisfied and have detached themselves from the closed communications structure evidenced in the pre-test. This trend is also reflected in the decrease in Role Satisfaction in this school and the increase in their Need for Autonomy.

School O, on the other hand, tended to show a further stratification of the cliques which existed in the pre-test; including the shift of the smallest clique away from the major toward the other two minor cliques. Their change analysis showed a marked decrease in Perceived Cohesiveness of the Faculty, an expected corollary.

While by no means conclusive, and though other interpretations might be made of the relations between these two test sections, it appears that the sociometric analysis does accurately reflect changes in groups of this nature.

ANALYSIS OF TECHNIQUE

QUESTION VALIDITY

If the general technique is a valid measurement, as the previous discussion leads us to believe; the next question should be the validity of the instrument used. Here, a somewhat more rigorous test can be applied. Although there exists no absolute standard of measure of the attributes tested against which this test can be compared; the standard validation technique employed measures the correlation between the responses to each question and the overall score of the attribute which that question is attempting to measure.

Appendix C-2 lists those questions which showed less than a .500 correlation (an arbitrary confidence level) with their respective variables on at least three of the four samples (Schools B and O, pre- and post).

In order to maximize the validity of the attribute scores, those questions that had showed low correlations on the training group tests were not scored as part of the attribute scale. It should be pointed out that this action would tend to reduce the correlation between these questions and their attributes to a small extent. Therefore, these questions were given the benefit of the doubt when their correlations were at the .400 level. Despite this, a large percentage of those questions still showed a low correlation.

CONCLUSIONS AND RECOMMENDATIONS

SCE EFFECTIVENESS

From the samples tested, it is not possible to assert the effectiveness of the SCE training program. The data gathered in these samples showed:

- no statistically significant change in the attitudinal attributes of the faculty
- no significant change in the communications role of the SCE
- generally neutral internalization of the concept of the SCE function.

One probable reason for the lack of change in the SCE's communications role in these samples was their supervisory rather than teaching position. This stems both from the relative rigidity of their position in the structure and from the test instrument's orientation toward the teacher.

For a clearer determination of the effectiveness of these type training programs, future programs should select 'teachers' rather than supervisors for the SCE role. From an SCE effectiveness standpoint, it might be beneficial to obtain a sociometric analysis of the school under consideration prior to selection so that an SCE's current communications role can be fully utilized. However, selection of an SCE who was already an opinion leader would tend to preclude analyses of change in communication role. In addition, nothing in the data obtained indicates a greater internalization of the concept in the school where the SCE was the opinion leader (indeed, the trend was toward the opposite).

CONCLUSIONS AND RECOMMENDATIONS

SURVEY TECHNIQUE

Based on the internal consistency of group response to the sociometric and attitude scales of the instrument, it appears that sociometric analysis has a valid role in this type study. However, many precautions need to be exercised in utilizing this type of analysis. Among these precautions are:

- Prior assurance of cooperation from the responsible supervisors is mandatory.
- Understanding on the part of the faculty of the need for their participation is required.
- Methods to assure 100% identification of respondents while protecting their anonymity need to be used.
- Programs need to be clearly defined with non-ambiguous titles.

These precautions can be realized with proper assistance. If the supervisors are truly cooperative, they will serve the vital link in explaining the necessity of the study and obtain the faculty's cooperation. In addition, only they can assure the faculty that the results will indeed be anonymous even though identification is required.

The instrument itself, while in general satisfactory, still requires more testing and refinement. The low correlate questions should be re-worked or removed from the instrument. Response choices may require re-working, as indicated by the skewness of certain response groups; however, a controlled analysis would be required to determine the bias of these scales.

IIT Research Institute is pleased to have conducted this study for the Cooperative Educational Research Laboratory, Inc. We hope that the findings herein reported will be of assistance in the evaluation and planning of future programs of this type, and that this work has advanced the use of sociometric and diffusion/adoption techniques for educational program evaluation.

Respectfully submitted,

Jay Arnold

IIT RESEARCH INSTITUTE
Jay Arnold

Approved by:

Gerald B. Bay

Gerald B. Bay, Manager
Technology Utilization Center

C. A. Stone

C. A. Stone, Director
Physics Research Division

DISTRIBUTION LIST

V8002 PHASE II REPORT

No. of Copies	Recipient	Date of Transmittal
3	Mr. David Jackson Cooperative Educational Research Laboratory, Inc.	June 5, 1969
1	C. A. Stone	
1	V. H. Disney/C. Durkee	
1	Main Files	
1	G. Burkholder	
1	J. Arnold	
5	G. Bay	

APPENDIX A-1

SOCIOMETRIC CHANGE ANALYSES

SOCIOMETRIC CHANGE ANALYSIS
SCHOOL B

Teacher No.	Pre-Test		Post-Test		Change	
	Prestige	Influence	Prestige	Influence	Prestige	Influence
* 16	.270	9	.267	4	-.003	-5
1	.067	1	.089	2	+.022	+1
2	.152	4	.100	3	-.052	-1
3	.000	0	.000	0	.000	0
4	.089	2	.000	0	-.089	-2
5	.000	0	.000	0	.000	0
6	.089	2	.152	4	+.063	+2
7	.233	7	.000	0	-.233	-7
8	.000	0	.000	0	.000	0
9	.000	0	.000	0	.000	0
10	.233	7	.067	1	-.166	-6
11	.327	7	.267	6	-.060	-1
12	.000	0	.000	0	.000	0
13	.000	0	.000	0	.000	0
14	.267	8	.067	1	-.200	-7
15	.284	9	.067	1	-.217	-8

* Indicates SCE

SOCIOMETRIC CHANGE ANALYSIS
SCHOOL O

Teacher No.	Pre-Test		Post-Test		Change	
	Prestige	Influence	Prestige	Influence	Prestige	Influence
* 39	.070	4	.026	1	-.044	-3
1	.000	0	.000	0	.000	0
2	.053	2	.000	0	-.053	-2
3	.026	1	.099	7	+.073	+6
4	.026	1	.000	0	-.026	-1
5	.000	0	.053	4	+.053	+4
6	.000	0	.146	10	+.146	+10
7	.026	1	.000	0	-.026	-1
8	.000	0	.053	4	+.053	+4
9	.000	0	.000	0	.000	0
10	.000	0	.000	0	.000	0
11	.177	11	.107	9	-.070	-2
12	.059	3	.000	0	-.059	-3
13	.080	3	.026	1	-.054	-2
14	.000	0	.102	9	+.102	+9
15	.026	1	.053	2	+.027	+1
16	.000	0	.132	10	+.132	+10
17	.159	11	.164	9	+.005	-2
18	.000	0	.000	0	.000	0
19	.000	0	.000	0	.000	0
20	.152	12	.095	6	-.053	-6
21	.237	12	.110	5	-.127	-7
22	.026	1	.052	2	+.026	+1
23	.026	1	.052	2	+.026	+1
24	.000	0	.035	2	+.035	+2
25	.000	0	.000	0	.000	0
26	.080	3	.059	3	-.021	0
27	.026	1	.047	3	+.021	+2
28	.000	0	.000	0	.000	0
29	.000	0	.118	9	+.118	+9
30	.095	6	.103	11	+.008	+5
31	.165	12	.094	5	-.071	-7
32	.026	1	.103	11	+.077	+10
33	.059	3	.060	4	+.001	+1
34	.047	3	.026	1	-.021	-2
35	.053	2	.000	0	-.053	-2
36	.026	1	.079	3	+.053	+2
37	.000	0	.000	0	.000	0
38	.217	16	.213	9	-.004	-7

* Indicates SCE

APPENDIX B-1

GROUP ATTITUDE CHANGE ANALYSIS

GROUP ATTITUDE CHANGE ANALYSES

Attribute	Range Min.	Range Max.	School B Pre-	School B Post-	School B Change	School O Pre-	School O Post-	School O Change
Dogmatism (101)	0	90	36.33	38.00	+1.67	36.14	35.81	-0.33
Need for Autonomy (102)	0	18	11.80	12.62	+0.82	12.34	11.53	-0.81
Perceived Performance Feedback from Principal (103)	0	16	6.07	8.00	+1.93	5.74	6.13	+0.39
Perceived Change Orientation of Principal (104)	0	21	16.93	15.42	-1.51	15.80	14.65	-1.15
Perceived Participation in Decision-Making (105)	0	12	7.47	7.83	+0.36	8.91	8.69	-0.22
Perceived Legitimacy of Participation (106)	0	21	17.67	17.92	+0.25	17.51	16.62	-0.89
Perceived Frequency of Horizontal Communications (107)	0	8	4.07	5.00	+0.93	4.03	4.53	+0.50
Feelings of Security (108)	0	18	13.27	12.75	-0.52	14.63	14.44	-0.19
Perceived Cohesiveness of Faculty (109)	0	24	13.87	13.42	-0.45	14.88	13.72	-1.16
Role Satisfaction (110)	0	18	12.73	11.08	-1.69	16.08	15.37	-0.71
Perceived Self Change Orientation (111)	0	24	19.27	18.50	-0.77	19.26	19.12	-0.14
Self-Rated Teaching Ability (112)	0	48	27.47	27.42	-0.05	26.51	25.50	-0.01
Peer-Ascribed Opinion Leadership (113)	---	---	3.07	2.58	-0.49	4.31	4.59	+0.28
Self-Designated Opinion Leadership (114)	6	16	14.80	15.33	+0.53	14.80	14.91	+0.11
Perceived Principal-Rated Teaching Avility (115)	0	63	26.60	29.75	+3.15	30.63	30.53	-0.10

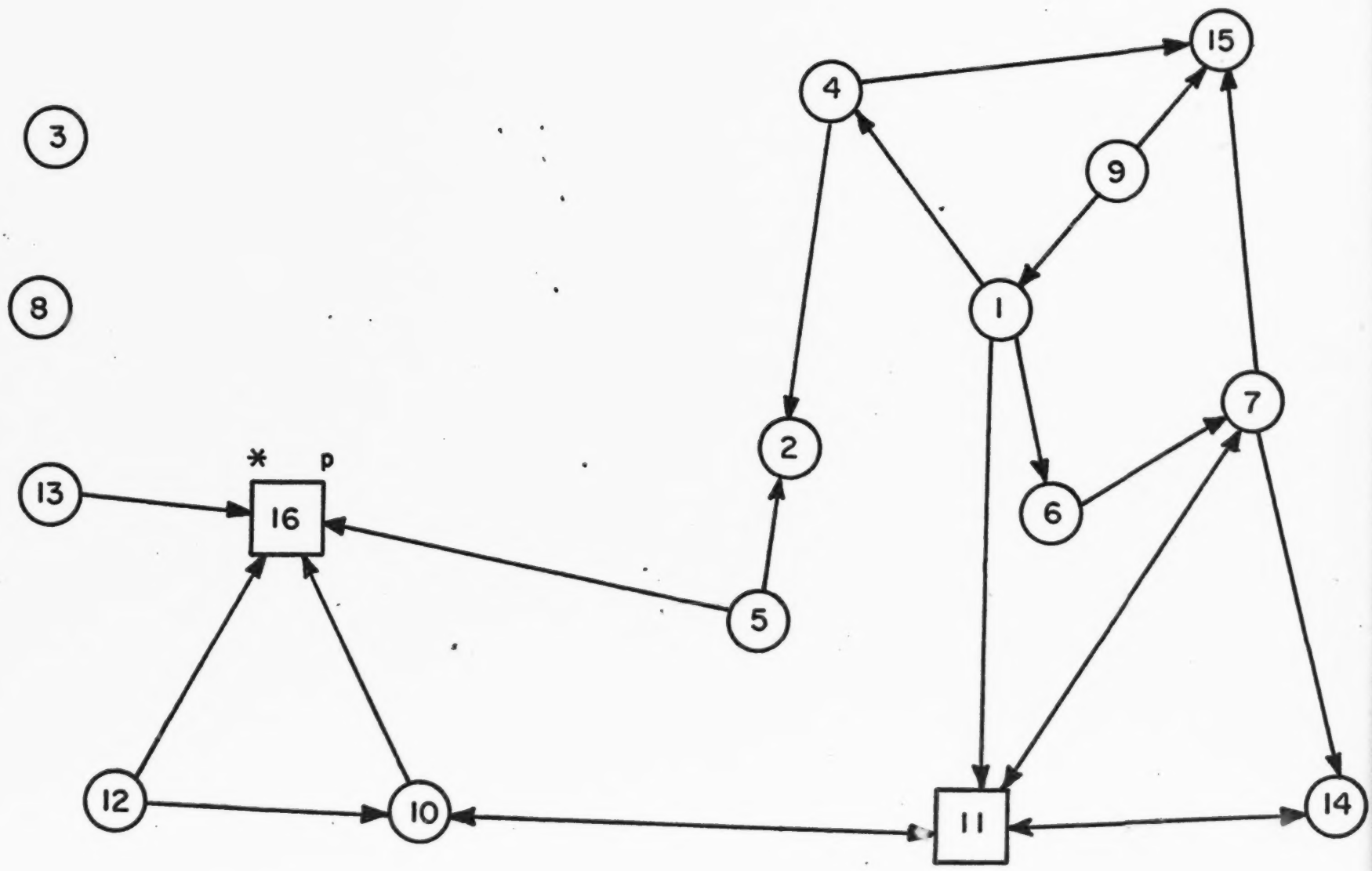
APPENDIX B-2

COMMUNICATIONS MATRICES

(Computer Printout--Enclosed under separate cover)

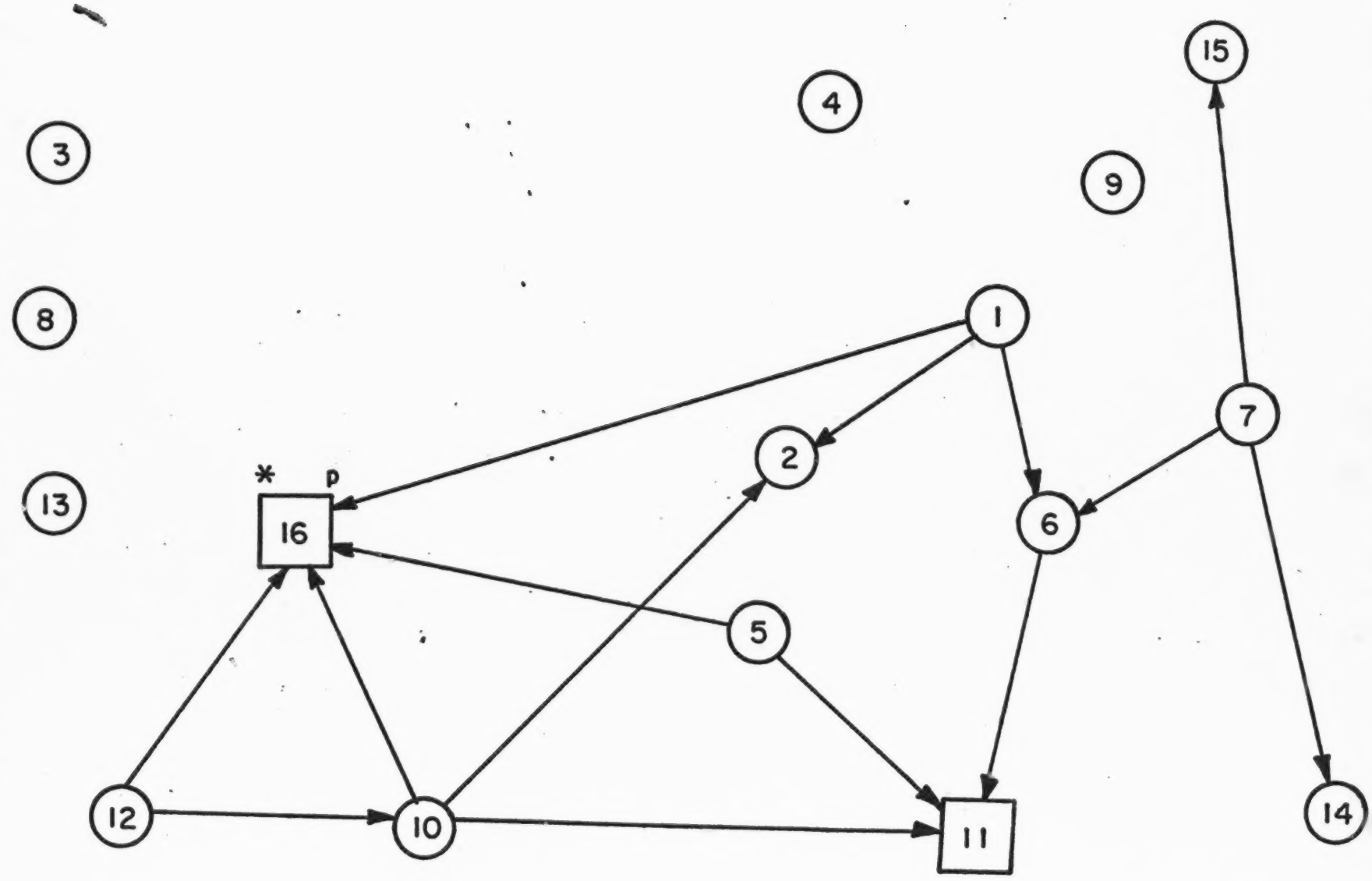
APPENDIX B-3

SOCIOGRAMS



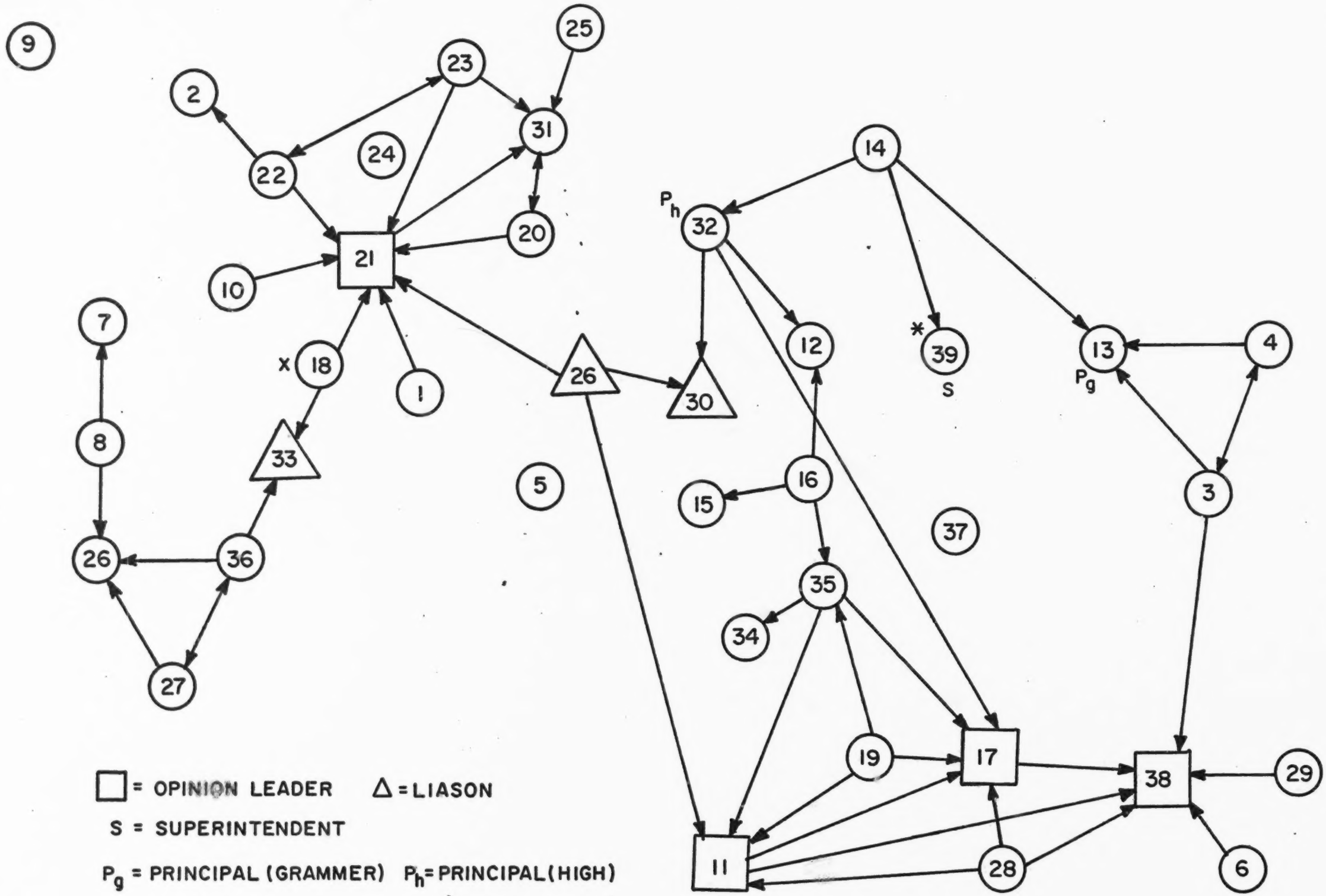
* = SCE p = PRINCIPAL □ = OPINION LEADER

SCHOOL B PRE-TEST



* = SCE p = PRINCIPAL □ = OPINION LEADER

SCHOOL B POST-TEST



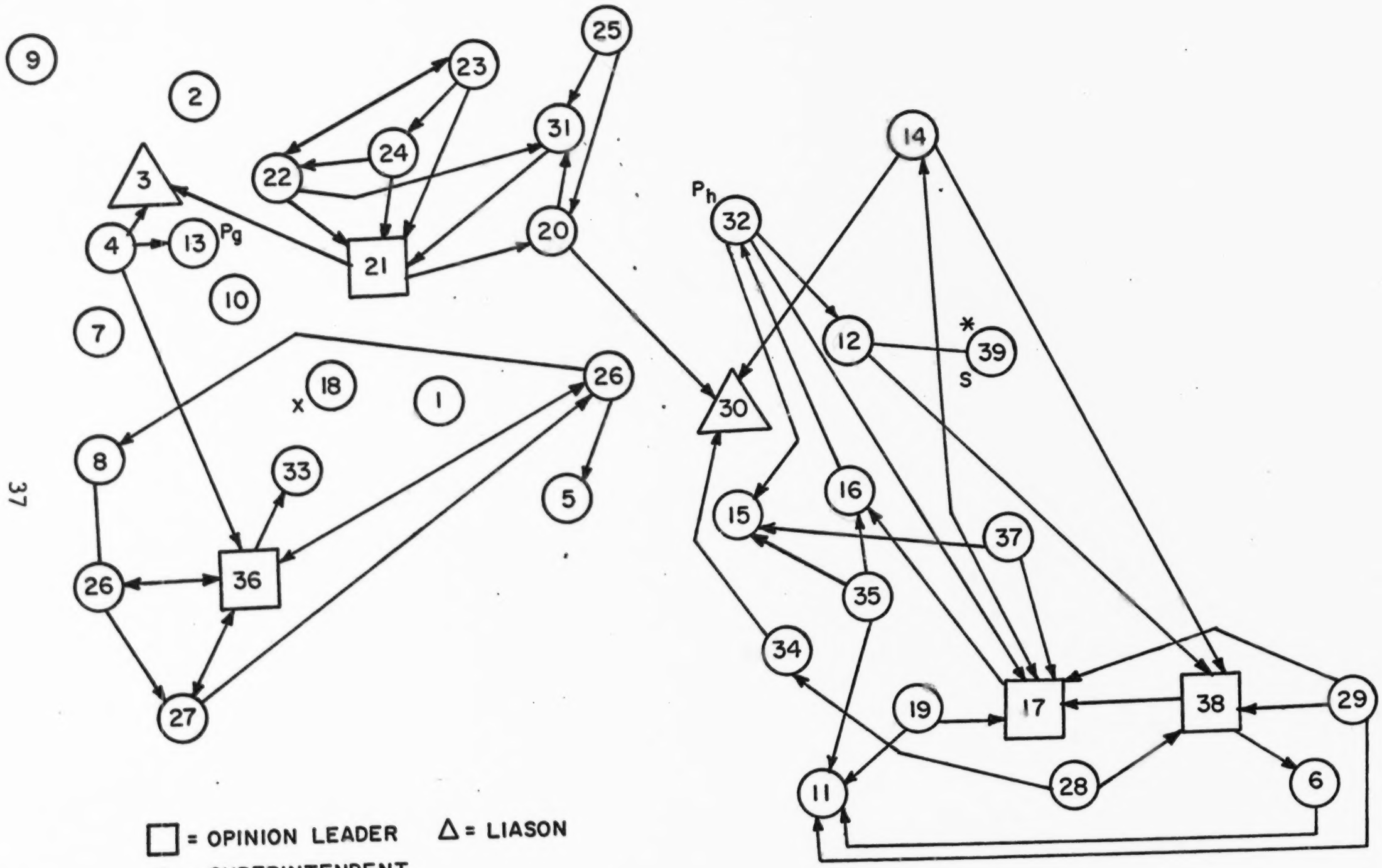
□ = OPINION LEADER Δ = LIASON

S = SUPERINTENDENT

P_g = PRINCIPAL (GRAMMER) P_h = PRINCIPAL (HIGH)

X = STUDENT TEACHER * = SCE

SCHOOL ⊘ PRE-TEST



□ = OPINION LEADER Δ = LIASON

S = SUPERINTENDENT

P_g = PRINCIPAL (GRAMMER) P_h = PRINCIPAL (HIGH) X = STUDENT TEACHER * = SCE

SCHOOL⊘ POST-TEST

APPENDIX C-1

ATTRIBUTE CORRELATIONS

ATTRIBUTE CORRELATIONS
SCHOOL B

Variable No. (See Fig. 1)	(119)	(120)	(121)	(123)	(124)	(125)	(126)	(111)
101	.0442	-.3245	-.0570	-.3587	.2830	.3556	.1238	-.4988
102	-.0096	.2546	.1754	.0694	.3506	.0168	-.0972	-.5707*
103	.1117	-.3828	-.1793	.0118	.4982	.2620	.3276	-.7645*
104	.0607	.3661	-.5192*	-.2469	-.0358	.0171	-.3263	.1433
105	.0554	-.0803	-.4930	-.5850*	.2027	.2354	.0344	-.1212
106	-.0773	.3457	-.0729	.5405*	.4180	-.1469	-.3360	-.1086
107	.5291*	.2717	#	.0590	-.4159	-.4731	-.2485	.3067
108	-.3018	.1118	-.0967	-.0915	-.6161*	-.3068	-.1593	.7123*
109	-.2161	.4105	-.0820	.4268	.3181	-.0343	-.4186	-.0429
110	-.4030	.1961	-.2172	-.2007	-.4428	-.0306	-.1731	.6366*
111	.0159	.0844	.3257	-.3453	-.6684*	-.4168	.0537	---
112	.5453*	.2729	#	-.0473	-.4461	-.4762	-.2478	.3400
113	.1059	.2635	-.0675	.5298*	.2997	-.0175	-.5125	-.5609*
114	.6941*	.1609	.5590*	-.1206	-.5077*	-.6311*	-.1810	.2833
115	.5324*	.2725	#	.0341	-.4345	-.4783	-.2537	.3354
119	---	.3926	.5799*	-.0406	-.2393	-.5719*	-.4738	.0159
120	.3926	---	.2647	.2157	-.3466	-.4024	-.8562*	.0844
121	.5799*	.2647	---	.0894	-.4480	-.5147*	-.2477	.3257
123	-.0406	.2157	.0894	---	.1485	.0710	-.2549	-.3453
124	-.2393	-.3466	-.4480	.1485	---	.4183	.3466	-.6684*
125	-.5719*	-.4024	-.5147*	.0710	.4183	---	.3550	-.4168
126	-.4738	-.8562*	-.2477	-.2549	.3466	.3550	---	.0537

* Indicates significant correlation level
\# Indicates correlation data unavailable

ATTRIBUTE CORRELATIONS
SCHOOL O

Variable No. (see Fig. 1)	(119)	(120)	(121)	(123)	(124)	(125)	(126)	(111)
101	-.3931	-.2294	-.1012	-.0510	.2779	.1847	-.0710	-.3109
102	-.1852	-.0510	.1274	-.1070	.0518	.0067	-.0069	-.2141
103	-.0034	.0921	-.1663	-.2205	.0712	.2101	-.2890	.0570
104	.2909	.0370	-.1272	-.3573	.1613	.0883	-.3308	.2261
105	.3007	.0171	-.2586	-.2969	-.0085	-.0442	-.0170	-.1409
106	.3418	.1150	-.1772	-.0890	-.1054	.0184	-.1048	.2556
107	-.2346	-.1818	#	-.0125	-.1390	.0472	.1862	.1575
108	0405	-.0390	.1355	-.2347	-.1220	-.0106	.0141	.2662
109	.3498	.2164	-.1395	-.0550	-.0846	.0440	.0182	.2232
110	-.1103	-.0355	.3442	-.1777	-.2325	-.1044	-.2584	.3412
111	.2073	.1429	.2048	-.3160	-.4834	-.1829	-.1808	---
112	-.2359	-.1824	#	-.0131	-.1445	.0437	.1849	.1592
113	-.2204	-.1086	-.1030	.0799	-.3924	-.1985	-.2256	.0853
114	-.0007	.2032	-.0140	-.0791	-.5135*	-.3526	-.0472	.0016
115	-.2370	-.1845	#	-.0104	-.1435	.0443	.1842	.1565
119	---	.6801*	-.2512	-.4295	-.1134	.0463	-.0999	.2073
120	.6801*	---	-.1858	-.4617	-.3866	-.3257	-.3916	.1429
121	-.2512	-.1858	---	-.0470	-.1755	.0249	.1525	.2048
123	-.4295	-.4617	-.0470	---	.2847	.0280	.3662	-.3160
124	-.1134	-.3866	-.1755	.2847	---	.7363*	.3120	-.4834
125	.0463	-.3257	.0249	.0280	.7363*	---	.4090	-.1829
126	-.0999	-.3916	.1525	.3662	.3120	.4090	---	-.1058

* Indicates significant correlation level
# Indicates correlation data unavailable

APPENDIX C-2

QUESTION VALIDITY CORRELATIONS

QUESTION VALIDITY CORRELATION

The following question numbers (pre-test number) had correlations of magnitude less than .500 with their respective variables on at least three of the four samples. These questions should be considered carefully before any future usage.

Those marked with * also showed low correlation in the Phase I testing.

VARIABLE NO. (Refer to Fig. I for definitions)	QUESTION NUMBERS (Pre-test no.)
101	9, 11*, 12*, 15, 18, 20, 21*, 22*, 24
102	--
103	--
104	32*
105	--
106	--
107	--
108	--
109	47, 48, 49
110	54*
111	--
112	62*
113	--
114	--
115	--

APPENDIX C-3

COMPLETE STATISTICAL DATA

(Computer Printout--Enclosed under separate cover)

APPENDIX D-1

PRE-TEST INSTRUMENT

NAME _____

You may begin now. If you have any questions, raise your hand and one of us will be happy to speak with you.

PLEASE CIRCLE THE NUMBER OF THE APPROPRIATE RESPONSE FOR EACH ITEM AND FILL IN THE CORRESPONDING FIGURES.

1. Check the innovations in this list which are being used in your school.

1.	Independent study.	☐
2.	Language laboratory.	☐
3.	Use of television.	☐
4.	Large group instruction.	☐
5.	Team-teaching.	☐
6.	Schedule modifications.	☐
7.	Inservice Leader Program	☐
8.	Non-graded school.	☐
9.	Programmed learning.	☐
10.	Instructional Materials Center.	☐
11.	Computer scheduling.	☐
12.	New math.	☐

2. Among those which we haven't adopted, I have heard quite a bit about:

1	☐	7	☐
2	☐	8	☐
3	☐	9	☐
4	☐	10	☐
5	☐	11	☐
6	☐	12	☐

FOR THE FOLLOWING ITEMS, YOU MAY CIRCLE THE NUMBER OF THE ONE (AND ONLY ONE) CATEGORY WHICH YOU FEEL IS APPROPRIATE.

3. I think student reaction to any new method introduced into the schools should influence the decision to continue using it.

1.	a great deal	4.	very little
2.	somewhat	5.	not at all
3.	not sure		

4. I believe that before implementing any new method in the schools, it is desirable to use this new mehtod on a limited basis.

1.	agree very much	5.	disagree a little
2.	agree on the whole	6.	disagree on the whole
3.	agree a little	7.	disagree very much

5. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

6. My blood boils whenever a person stubbornly refuses to admit he's wrong.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

7. There are two kinds of people in this world, those who are for the truth and those who are against the truth.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

8. Most people just don't know what's good for them.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

9. Of all the different philosophies which exist in this world, there is probably only one which is correct.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

10. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

11. The main thing in life is for a person to want to do something important.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

12. I'd like it if I could find someone who would tell me how to solve my personal problems.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

13. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

14. Man on his own is a helpless and miserable creature.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

15. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

16. Most people just don't give a "damn" for others.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

17. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

18. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

19. The present is all too often full of unhappiness. It is only the future that counts.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

20. The United States and Russia have just about nothing in common.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

21. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

22. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven or Shakespeare.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

23. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

24. It is better to be a dead hero than to be a live coward.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

25. When I have a problem I like to think it through myself first without help from others.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

26. Everybody is responsible for his own life and no one else can live the life for him, so I make my own decisions and judgments.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

27. I go ahead and do things which I believe are right, regardless of what other people would think.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

28. As compared with other teachers, the principal talks to me about my class room work . . .

1. much more frequently
2. more frequently
3. just about the same amount as he does other teachers
4. less frequently
5. much less frequently

29. He gives me encouragement in my work . . .

1. very frequently
2. quite frequently
3. just about the same amount as he does other teachers
4. quite infrequently
5. never

30. He offers suggestions to help improve my teaching performance . . .

1. very frequently
2. quite frequently
3. just about the same amount as other teachers
4. quite infrequently
5. never

31. He lets me know if he has heard any criticisms about my teaching performance . . .

1. very frequently
2. quite frequently
3. just about the same amount as other teachers
4. quite infrequently
5. never

How well do you think the principal would agree with the following four statements:

32. "Personally, I feel he can adjust to changes easily."

1. he would agree very much
2. he would agree on the whole
3. he would agree a little
4. he would not be sure
5. he would disagree a little
6. he would disagree on the whole
7. he would disagree very much

33. "Most changes introduced in the last ten years have contributed very little in promoting education in our schools."

1. he would agree very much
2. he would agree on the whole
3. he would agree a little
4. he would not be sure
5. he would disagree a little
6. he would disagree on the whole
7. he would disagree very much

γ

34. "If we want to maintain a healthy, stable educational system, we must keep it the way it is and resist the temptations to change."

1. he would agree very much
2. he would agree on the whole
3. he would agree a little
4. he would not be sure
5. he would disagree a little
6. he would disagree on the whole
7. he would disagree very much

35. "I really believe we could have done a much better job, or at least done just as well, if things hadn't been changed so much in our schools."

1. he would agree very much
2. he would agree on the whole
3. he would agree a little
4. he would not be sure
5. he would disagree a little
6. he would disagree on the whole
7. he would disagree very much

---

36. I don't think I can influence the decisions of the principal regarding things about which I am concerned.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

37. The principal usually asks my opinion when a problem comes up that involves my work.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

38. It is unusual for me to take part in discussions which result in decisions regarding school problems and activities.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

39. It isn't really the job of the teacher to take part in any decision-making discussions regarding the school matters.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

40. If the superintendent or the principal wants to get anything done, he should go ahead, without asking teachers with what he thinks will benefit the school.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

41. On the average, a senior student in high school is about 17 or 18 years old.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

42. Compared with an average teacher, I talk with other teachers about non-academic school activities . . .

1. much more frequently
2. more frequently
3. just about the same amount
4. less frequently
5. much less frequently

43. Compared with an average teacher, I talk with other teachers about discipline problems . . .

1. much more frequently
2. more frequently
3. just about the same amount
4. less frequently
5. much less frequently

44. I really don't feel secure and relaxed as a teacher in my school.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

45. Compared with an average teacher, I would say I get along well with other teachers.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

46. I really feel at home in my school as nothing makes me nervous or uneasy.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

47. I feel I am really a part of my faculty.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

48. If I had a chance to do the same kind of teaching for the same pay in another school, I would consider moving.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

49. The teachers in my school get along with one another better than those in other schools in this district.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

50. The teachers really help each other on the job in my school as compared with teachers in other schools in this district.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

51. Generally speaking, I don't like being a teacher.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

52. I like my teaching job in my school.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

53. I am far from satisfied with the school environment here.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

54. I have some very good reasons to refute the general feeling that anyone can be a teacher.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

55. Personally, I feel I can adjust to changes easily.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

56. If we want to maintain a healthy and stable educational system, we must keep it the way it is and resist the temptations to change.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

57. Most changes introduced in the last ten years have contributed very little in promoting education in our schools.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

58. I really believe we could have done a much better job or at least done just as well if things hadn't been changed so much in our schools.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

59. How would you rate yourself in teaching ability compared with secondary teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

60. Where would you rank your ability to become a teacher on closed circuit television?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

61. Where would you rank your ability to be a supervising teacher for a student teacher?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

62. How would you rate your ability to get along with students compared with teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

63. How would you rate your ability to enrich instruction (go beyond the book) compared with teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

64. Where would you rank your methods of teaching compared with other secondary teachers?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

65. How would you rate yourself in teaching ability compared with other teachers who have the same number of years of teaching experience?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

66. Where would you rank your methods of classroom discipline compared with other secondary teachers?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

67. How would you rate yourself in ability to teach your major subject compared with other teachers on that subject?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

68. Where would you rank your ability to teach an accelerated class?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

69. Among the teachers [redacted] in this school name those whom you respect most as teachers.

A. _____

B. _____

C. _____

70. Name the teachers [redacted] whose opinions you most frequently seek when you have problems related to your teaching performance.

A. _____

B. _____

C. _____

71. Name the teachers [redacted] whose opinions on crucial educational issues are usually very valuable to you.

A. _____

B. _____

C. _____

72. Check the topics in the following list which you have heard about and/or discussed with other people in your school during the last six months.

1. Independent study ☐
2. Language laboratory ☐
3. Use of television ☐
4. Large group instruction ☐
5. Team-teaching ☐
6. Schedule modifications ☐
7. Inservice Leader Program ☐
8. Non-graded school ☐
9. Programmed learning ☐
10. Instructional Materials Center ☐
11. Computer scheduling ☐
12. New math ☐

Please answer the following six questions in terms of the items you checked in the previous question (question no. 72).

73. During the past six months have you told anyone in your school about any of the above topics?

1. No 2. Yes

74. Compared with your circle of friends in the school, are you (a) more or (b) less likely to be asked for opinions about these topics?

_____ more
_____ less
_____ same amount

75. Thinking back to your last discussion about any of the topics, (a) were you asked for your opinion or (b) did you ask someone else?

_____ I was asked
_____ I asked someone else
_____ same amount

76. When you and your colleagues discuss any of these topics, what part do you play? (a) mainly listen or (b) try to convince them of your ideas?

_____ mainly listen
_____ try to convince
_____ same amount

77. Which of these happens more often, (a) you tell your colleagues about these topics, or (b) they tell you about these topics?

_____ I tell them
_____ they tell me
_____ same amount

78. Do you have the feeling that you are generally regarded by your colleagues as a good source of opinion about these topics?

1. No 2. Yes

79. In general, do you consider yourself favorably disposed toward new educational practices?

1. No 2. Yes

Please answer the following questions on the basis of how you think your principal feels about you.

80. How would your principal rate you in teaching ability compared with secondary teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

81. Where would your principal rank your ability to become a teacher on closed circuit television?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

82. Where would your principal rank your ability to be a supervising teacher for a student teacher?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

83. How would your principal rate your ability to get along with students compared with teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

84. How would your principal rate your ability to enrich instruction (go beyond the book) compared with teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

85. Where would your principal rank your methods of teaching compared with other secondary teachers?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

86. How would your principal rate you in teaching ability compared with other teachers who have the same number of years of teaching experience?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

87. Where would your principal rank your methods of classroom discipline compared with other secondary teachers?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

88. How would your principal rate you in ability to teach your major subject compared with other teachers of that subject?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

89. Where would your principal rank your ability to teach an accelerated class?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

90. Please list below all of the organizat ons in which you have held membership at one tim e or other during the last five (5) years.

_____

_____

_____

_____

91. Compared with other teachers in this school, I have attended professional education meetings which involve educators from more than one district . . .

1. very frequently
2. quite frequently
3. about the same amount
4. seldom
5. rarely

92. Please list below the professional journals (regardless of the academic area to which the journal is addressed) which you read <u>regularly.</u>

_____

_____

_____

_____

93. Please list below the professional journals (regardless of the academic area to which the journal is addressed) which you read <u>occasionally</u>.

_____

_____

_____

_____

94. Most of my insights and new ideas regarding education result from (please rank in order of importance from 1 = most important to 4 - least important):

books and/or magazines on education ___
discussions with other educators ___
discussions with non-educators ___
radio, television and/or newspapers (mass media) ___

95. Please list subjects taught in the last five years and semesters taught.

Subject	Number of Semesters
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

96. Please list the number of courses in physical or natural sciences that you have taken in college (specify the course level).

Number of Courses	Subject	Course Level (Fr., Soph., Jr., Sr., or graduate)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

97. Sex:

1. Male
2. Female

98. Age:

1. 20-24
2. 25-29
3. 30-34
4. 35-39
5. 40-44
6. 45-49
7. 50-54
8. 55-59
9. 60 or over

99. What subjects are you currently teaching?

Subject	How many Periods?	Grade Level
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

100. Educational background:

1. High school diploma
2. 1-3 years college
3. Bachelors Degree (majors) _____
4. Bachelors Degree + (majors) _____
5. Masters Degree (majors) _____
6. Masters Degree + (majors) _____
7. Graduate Diploma/Education (majors) _____
8. Doctors Degree (majors) _____
9. Other (specify) _____

We would appreciate any comment that you may have concerning the items in this questionnaire. Thank you again for your patience and cooperation.
My current title is _____.

APPENDIX D-2

POST-TEST INSTRUMENT

NAME _____

PLEASE CIRCLE THE NUMBER OF THE APPROPRIATE RESPONSE FOR EACH ITEM AND FILL IN THE CORRESPONDING FIGURES.

1. Circle the innovations in this list which are being used in your school.

   1. Independent study.
   2. Language laboratory.
   3. Use of television.
   4. Large group instruction.
   5. Team teaching.
   6. Schedule modifications.
   7. In-Service Seminars
   8. Non-graded school.
   9. Programmed learning.
   10. Instructional Materials Center.
   11. Computer scheduling.
   12. New math.

2. Among those which we haven't adopted, I have heard quite a bit about:

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	12.

FOR THE FOLLOWING ITEMS, YOU MAY CIRCLE THE NUMBER OF THE <u>ONE</u> (AND ONLY ONE) CATEGORY WHICH <u>YOU</u> FEEL IS APPROPRIATE.

3. I think student reaction to any new method introduced into the schools should influence the decision to continue using it.

   1. a great deal
   2. somewhat
   3. not sure
   4. very little
   5. not at all

4. I believe that before implementing any new method in the schools, it is desirable to use this new method on a limited basis.

   1. agree very much
   2. agree on the whole
   3. agree a little
   4. don't know
   5. disagree a little
   6. disagree on the whole
   7. disagree very much

5. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

6. My blood boils whenever a person stubbornly refuses to admit he's wrong.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

7. There are two kinds of people in this world, those who are for the truth and those who are against the truth.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

8. Most people just don't know what's good for them.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

9. Of all the different philosophies which exist in this world, there is probably only one which is correct.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

10. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

11. For purposes of this study, the term In-service seminar program (meetings) is used to describe the seminars conducted at your school by members of your faculty (or administration) for the purpose of discussing educational issues.

I first heard about the In-service seminar program in _____ (month) _____ (year).

12. In-service seminars could improve the educational practices in <u>any</u> school.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

13. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

14. Man on his own is a helpless and miserable creature.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

15. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

16. Most people just don't give a "damn" for others.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

17. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

18. It is often desirable to reserve judgment about what's going on until one has had a change to hear the opinions of those one respects.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

19. I think the In-service seminars have improved the educational practices at my school.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

20. The United States and Russia have just about nothing in common.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

21. To the best of my recollection, I first heard about the idea of In-service seminar meetings from . . .

1. A college instructor
2. A fellow teacher
3. A supervisor
4. At an education meeting
5. A journal article
6. A book or equipment salesman
7. Other

22.a. I first attended In-service seminar meetings (if you have) in _____ (month) _____ (year)

b. I have since

1. participated regularly
2. participated occasionally
3. participated infrequently
4. stopped participating in _____ (month) _____ (year)

23. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

1. agree very much
2. agree on the whole
3. agree a little
4. dont' know
5. disagree a little
6. disagree on the whole
7. disagree very much

24. It is better to be a dead hero than to be a live coward.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

25. When I have a problem I like to think it through myself first without help from others.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

26. Everybody is responsible for his own life and no one else can live the life for him, so I make my own decisions and judgments.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

27. I go ahead and do things which I believe are right, regardless of what other people would think.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

28. As compared with other teachers, the principal talks to me about my class room work . . .

1. much more frequently
2. more frequently
3. just about the same amount as he does other teachers
4. less frequently
5. much less frequently

29. He gives me encouragement in my work . . .

1. very frequently
2. quite frequently
3. just about the same amount as he does other teachers
4. quite infrequently
5. never

30. He offers suggestions to help improve my teaching performance . . .

1. very frequently
2. quite frequently
3. just about the same amount as other teachers
4. quite infrequently
5. never

31. He lets me know if he has heard any criticisms about my teaching performance . . .

1. very frequently
2. quite frequently
3. just about the same amount as other teachers
4. quite infrequently
5. never

32. I think the principal supports the In-service seminar program . . .

1. wholeheartedly
2. somewhat
3. not sure
4. not very much
5. not at all

How well do you think the principal would agree with the following three statements?

33. "Most changes introduced in the last ten years have contributed very little in promoting education in our schools."

1. he would agree very much
2. he would agree on the whole
3. he would agree a little
4. he would not be sure
5. he would disagree a little
6. he would disagree on the whole
7. he would disagree very much

34. "If we want to maintain a healthy, stable educational system, we must keep it the way it is and resist the temptations to change."

1. he would agree very much
2. he would agree on the whole
3. he would agree a little
4. he would not be sure
5. he would disagree a little
6. he would disagree on the whole
7. he would disagree very much

35. "I really believe we could have done a much better job, or at least done just as well, if things hadn't been changed so much in our schools."

1. he would agree very much
2. he would agree on the whole
3. he would agree a little
4. he would not be sure
5. he would disagree a little
6. he would disagree on the whole
7. he would disagree very much

---

36. I don't think I can influence the decisions of the principal regarding things about which I am concerned.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

37. The principal usually asks my opinion when a problem comes up that involves my work.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

38. It is unusual for me to take part in discussions which result in decisions regarding school problems and activities.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

39. It isn't really the job of the teacher to take part in a decision-making discussions regarding the school matters

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

40. If the superintendent or the principal wants to get anything done, he should go ahead, without asking teachers, with what he thinks will benefit the school.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

41. Compared with an average teacher in the school, I think I have discussed the In-service seminar program with my fellow teachers in the school . . .

1. much more often
2. a little more often
3. about as often
4. a little less often
5. much less often

42. Compared with an average teacher, I talk with other teachers about non-academic school activities . . .

1. much more frequently
2. more frequently
3. just about the same amount
4. less frequently
5. much less frequently

43. Compared with an average teacher, I talk with other teachers about discipline problems . . .

1. much more frequently
2. more frequently
3. just about the same amount
4. less frequently
5. much less frequently

44. I really don't feel secure and relaxed as a teacher in my school.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

45. Compared with an average teacher, I would say I get along well with other teachers.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

46. I really feel at home in my school as nothing makes me nervous or uneasy.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

47. I feel I am really a part of my faculty.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

48. If I had a chance to do the same kind of teaching for the same pay in another school, I would consider moving.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

49. The teachers in my school get along with one another better than those in other schools in this district.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

50. The teachers really help each other on the job in my school as compared with teachers in other schools in this district.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

51. Generally speaking, I don't like being a teacher.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

52. I like my teaching job in my school.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

53. I am far from satisfied with the school environment here.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

54. I think the In-service seminar program is unnecessary in our educational system.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

55. Personally, I feel I can adjust to changes easily.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

56. If we want to maintain a healthy and stable educational system, we must keep it the way it is and resist the temptations to change.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

57. Most changes introduced in the last ten years have contributed very little in promoting education in our schools.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

58. I really believe we could have done a much better job or at least done just as well if things hadn't been changed so much in our schools.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

59. How would you rate yourself in teaching ability compared with secondary teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

60. Where would you rank your ability to become a teacher on closed circuit television?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

61. Where would you rank your ability to be a supervising teacher for a student teacher?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

62. If asked to judge my knowledge of the In-service seminar program, I would consider myself to be . . .

1. extremely well informed
2. quite well informed
3. about average
4. not very well informed
5. not at all well informed

63. How would you rate your ability to enrich instruction (go beyond the book) compared with teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

64. Where would you rank your methods of teaching compared with other secondary teachers?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

65. How would you rate yourself in teaching ability compared with other teachers who have the same number of years of teaching experience?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

66. Where would you rank your methods of classroom discipline compared with other secondary teachers?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

67. How would you rate yourself in ability to teach your major subject compared with other teachers on that subject?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

68. To me, the In-service seminar program is one of the worst things to come into our educational system.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

69. Among the teachers in this school, name three whom you respect most as teachers.

A. _____
B. _____
C. _____

70. Name three teachers in this school whose opinions you most frequently seek when you have problems related to your teaching performance.

A. _____
B. _____
C. _____

71. Name three teachers in this school whose opinions on crucial educational issues are usually very valuable to you.

A. _____
B. _____
C. _____

72.a. Check the topics in the following list which you have heard about and/or discussed with other people in your school during the last six months.

- ☐ 1. independent study
- ☐ 2. language laboratory
- ☐ 3. use of TV in classrooms
- ☐ 4. large group instruction
- ☐ 5. team-teaching
- ☐ 6. schedule modifications
- ☐ 7. In-service seminars
- ☐ 8. non-graded school
- ☐ 9. programmed learning
- ☐ 10. instructional materials center
- ☐ 11. computer scheduling
- ☐ 12. new math

b. I heard about the In-service seminar meetings in <u>our</u> school from (please name):

_____

Please answer the following six questions in terms of the items you checked in the previous question (question no. 72).

73. During the past six months have you told anyone in your school about any of the above topics?

1. No 2. Yes

74. Compared with your circle of friends in the school, are you (a) more or (b) less likely to be asked for opinions about these topics?

___ more
___ less
___ same amount

75. Thinking back to your last discussion about any of the topics, (a) were you asked for your opinion or (b) did you ask someone else?

___ I was asked
___ I asked someone else
___ same amount

76. When you and your colleagues discuss any of these topics, what part do you play? (a) mainly listen or (b) try to convince them of your ideas?

___ mainly listen
___ try to convince
___ same amount

77. Which of these happens more often, (a) you tell your colleagues about these topics, or (b) they tell you about these topics?

___ I tell them
___ they tell me
___ same amount

78. Do you have the feeling that you are generally regarded by your colleagues as a good source of opinion about these topics?

1. No 2. Yes

79. In general, do you consider yourself favorably disposed toward new educational practices?

1. No 2. Yes

Please answer the following questions on the basis of how you think your principal feels about you.

80. How would your principal rate you in teaching ability compared with secondary teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

81. Where would your principal rank your ability to become a teacher on closed circuit television?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

82. Where would your principal rank your ability to be a supervising teacher for a student teacher?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

83. How would your principal rate your ability to get along with students compared with teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

84. How would your principal rate your ability to enrich instruction (go beyond the book) compared with teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

85. Where would your principal rank your methods of teaching compared with other secondary teachers?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

86. How would your principal rate you in teaching ability compared with other teachers who have the same number of years of teaching experience?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

87. Where would your principal rank your methods of classroom discipline compared with other secondary teachers?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

88. How would your principal rate you in ability to teach your major subject compared with other teachers of that subject?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

89. Regarding the decision to participate in the In-service seminar meetings, do you feel it was:

1. your personal decision
2. a decision upon which you had no influence but you had the choice of adopting it or not
3. a decision by consensus but you had the option of adopting it or not
4. a decision by consensus but you are required to adopt it
5. a decision made for you and you are required to adopt it
6. other (specify) _____

_____

90. Please list below all of the organizations in which you have held membership at one time or other during the last five (5) years.

_____

_____

_____

_____

91. Compared with other teachers in this school, I have attended professional education meetings which involve educators from more than one district . . .

1. very frequently
2. quite frequently
3. about the same amount
4. seldom
5. rarely

92. Please list below the professional journals (regardless of the academic area to which the journal is addressed) which you read <u>regularly</u>.

_____

_____

_____

_____

93. Please list below the professional journals (regardless of the academic area to which the journal is addressed) which you read <u>occasionally</u>.

_____

_____

_____

_____

94. Most of my insights and new ideas regarding education result from (please rank in order of importance from 1 = most important to 4 = least important):

books and/or magazines on education ___
discussions with other educators ___
discussions with non-educators ___
radio, television and/or newspapers (mass media) ___

95. The main thing in life is for a person to want to do something important.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

96. I'd like it if I could find someone who would tell me how to solve my personal problems.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

97. The present is all too often full of unhappiness. It is only the future that counts.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

98. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

99. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven or Shakespeare.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

100. How well do you think the principal would agree with the following statement as used to describe him?

"Personally, I feel I can adjust to changes easily."

1. he would agree very much
2. he would agree on the whole
3. he would agree a little
4. he would not be sure
5. he would disagree a little
6. he would disagree on the whole
7. he would disagree very much

101. I have some very good reasons to refute the general feeling that anyone can be a teacher.

1. agree very much
2. agree on the whole
3. agree a little
4. don't know
5. disagree a little
6. disagree on the whole
7. disagree very much

102. How would you rate your ability to get along with students compared with teachers in general?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

103. Where would you rank your ability to teach an accelerated class?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest

104. Where would your principal rank your ability to teach an accelerated class?

1. outstanding
2. among the best
3. good
4. above average
5. average
6. below average
7. among the poorest